

ENGLISH FOR TODAY

FOR CLASS - 6



NATIONAL CURRICULUM & TEXTBOOK BOARD
DHAKA



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as a Textbook from the academic session 1996**

ENGLISH FOR TODAY

For Class Six

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PREFACE

A nation needs a dynamic education system to meet the needs of life and time. For this reason, after the liberation of Bangladesh, new textbooks were developed on the basis of the recommendations of the National Curriculum & Syllabus Committee.

'English for Today' for class six was evaluated in 1991 and rewritten by expatriate consultants and local experts. Individual lessons were trialled in secondary schools, government and non-government, urban and rural, in different parts of the country. This was followed by a syllabus and textbook revision workshop held for secondary school teachers and English language specialists at the National Curriculum & textbook Board in Dhaka after which further revisions were made.

The evaluated and modified textbook was introduced in the classroom in 1996. Development of curriculum, syllabus and textbook is a continuous process.

With the change of time and society revisions, changes and corrections of textbooks become necessary. To face the challenges of the new century, this book has recently been rationally evaluated and revised by a group of experts-curriculum specialists, subject specialists, teacher trainers and classroom teachers. Attempts have been made to make the book free from errors and mistakes as far as possible. Illustrations in the book have been improved to make them more relevant and helpful to understand the content.

The main aims of the revised textbook are:

- I to introduce effective communicative techniques, integrated with existing well-tried traditional methods.
- 2 to provide adequate practice in language skills : listening, speaking, reading and writing.
- 3 to include adequate elements of communicative grammar.
- 4 to integrate such grammatical elements with language skills so as to make the grammar genuinely functional.
- 5 to suggest a clear teaching methodology within the framework of actual lessons.
- 6 to create more opportunities for interaction (between teachers and students, and students and students).
- 7 to adapt the existing topics so as to make them both more interesting and acceptable.
- 8 to introduce an integrated 'workbook' element in order to develop writing skills at an appropriate pace.

We hope the revised textbook will meet the real needs of the students and teachers and eventually result in more effective teaching and learning English.

In order for teachers to use the new textbook more effectively and cope with any new elements, a teacher's guide has been written to accompany the new textbook. The guide aims at providing practical help by explaining new elements and suggesting how the materials can be presented in the classroom. It is also hoped that the guide will stimulate fresh ideas as well as enable teachers to plan lessons more effectively and teach more communicatively. Consequently, the guide does not provide a teacher's 'script', but presents those principles that underline a communicative methodology so that they may be more easily understood and applied.

Without a new examination system, teachers will have difficulties in giving their students suitable examinations based on a communicative methodology. So, sample examination questions that test students' language skills (rather than their ability to memorise) have been incorporated in the teacher's guide. It is hoped that these questions will help teachers make up their own by providing examples of appropriate communicative language testing.

Our aim is to reach the textbook to the students in due time. Because of time constraint, the book has been printed hurriedly. For this reason, there might remain some mistakes. Any rational and constructive suggestion for the improvement of the textbook will be welcomed and incorporated in future editions.

I am grateful to all who worked hard for evaluating the textbook and were involved in different stages of printing.

All our efforts will be fruitful and meaningful if the book serves our desired purpose and helps students and teachers in effective teaching and learning of English.

Professor Md. Mostofa Kamaluddin
Chairman
National Curriculum & Textbook Board
Dhaka

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Unit one Introductions

Lesson 1

Class six

A Talk about the picture and read the passage.



Here is class six. Belal is a student in class six. Sabina and Salam are students too. This is their first day in class six.

Here is Mrs Kamal. She is their English teacher. Now they are in their classroom and Mrs Kamal is talking to them.

B Point, then ask and answer questions about the picture :

- 1 Which class is this?
- 2 Who is this girl?
- 3 Who is this boy?
- 4 Who is this woman?
- 5 What are they doing?
- 6 What is she doing?

C Now ask and answer questions about your own school and class. (only oral practice)

- 1 Which class is this?
- 2 What is the name of our school?
- 3 Who am I?
- 4 And who are you?

D Fill in the gaps. Choose the correct word in the brackets. The first one is done for you.

My name (is/are/am) is (your name)..... .

I (is/are/am) in class six. The name of my school (is/are/am)
(name of school)

In our school there (is/are/am) many teachers. Our English teacher
(is/are/am) (name of teacher)

Lesson 2

Introductions

A Talk about the picture and act out the dialogues :

1 Mrs Kamal is introducing herself to her students.

Mrs Kamal : Good morning children.
Children : Good morning, miss.
Mrs Kamal : I'm your new English teacher.
My name's Sufia Kamal

2 Mrs Kamal writes her name on the blackboard.

Mrs Kamal : What's my name?
Salam : Your name's Mrs Sufia
Kamal
Mrs Kamal : Very good! That's right.
What's your name?
Belal : My name's Belal, miss.
Mrs Kamal : And what's your name?
Sabina : My name's Sabina, miss.
Mrs Kamal : Very good!



B Ask and answer questions like this :

Questions	Answers
A What's your name?	B My name's
A What's his/her name?	B His/Her name's.....

C Fill in the blanks with one of the followings :

his your their her mine

Mrs Sufia Kamal is teaching..... students. Salam, Sabina and Belal are sitting inclassroom. Mrs Kamal is talking. She is talking toclass. ‘Now open.....textbook, and I will open.....,’” Mrs Kamal says to the class. Belal opens.....textbook.

D Complete the table :

Long form		Short form
1	I am
2	What is
3	My name is
4	That is

E Now choose the correct short form from the table above to fill in the gaps below :

Belal :Belal.your name?

Salam : My.....Salam.that book?

Belal :my new English textbook.

Lesson 3

Sabina

A Talk about the picture and read the information about Sabina :

Name	:	Sabina Ali
Nationality	:	Bangladeshi
Age	:	12
Occupation	:	Student, Class six



Sabina

Now Sabina is talking about herself :

“My name’s Sabina Ali. I’m Bangladeshi. I’m twelve years old. I’m a student and I’m in class six”.

B Complete the following table about yourself :

Name	:
Nationality	:
Age	:
Occupation	:

Now write a paragraph about yourself like the one about Sabina.

C Belal is asking Sabina questions about herself :

	Belal	Sabina
1	Are you Sabina?	Yes, I am.
2	Are you eleven years old?	No, I'm not. I'm twelve.
3	Are you an Indian?	No, I'm not. I'm Bangladeshi.
4	Are you a student?	Yes, I am.
5	Are you in class eight ?	No, I'm not. I'm in class six.

Now ask each other similar questions.

D Then write a paragraph about your partner, like the one about yourself, Begin like this :

My partner's name is He/She's..... .

Lesson 4**Salam****A Talk about the picture. Then read and act out the dialogue.**

Salam is talking to Sabina outside their school in the small town of Sherpur.

- Salam : Hello Sabina. How are you?
 Sabina : I'm fine, thanks and you?
 Salam : I am okay Sabina. How old are you?
 Sabina : I'm twelve years old. How about you?
 Salam : I'm eleven years old.
 Sabina : Where do you live?
 Salam : I live here in Sherpur. How about you?



Sabina : I live in Nurgonj. It's a small village about three kilometres from here.

B Ask and use the table below to answer the questions. Where the answer is “No, he isn’t”, give the correct answer, like this :

Example : Q Is Salam a girl?

A. No, he isn't. He's a boy.

1 Is Salam in class seven?

2 Is he twelve years old?

3 Is he in Sabina's class?

4 Is he from a village?

5 Is he a teacher?

Yes,	he	is.
No,		isn't

C Now ask and answer similar questions about :

1 Sabina

2 Your partner's friend/brother/sister, etc.

Lesson 5

Sabina and Salam

A Ask and answer the questions on Sabina and Salam. Use the table to answer:

Yes, No,	it she they he	is. isn't. are. aren't.
-------------	-------------------------	----------------------------------

1 Is Salam a student?

2 Are Sabina and Salam in the same class?

3 Are they the same age?

4 Is Mrs Kamal their teacher?

5 Are Sabina and Salam from a town?

6 Are they from a village?

7 Is their school near Sabina's village?

B Write a paragraph.

Make statements from the questions in Section A. Write them down one after the other to make a paragraph about Sabina and Salam. Begin like this:

Salam is a student. He and Sabina are..... They are.....

C Now write another paragraph about yourself. Include the following information :

- 1 The name of your school.
- 2 The name of your English teacher.
- 3 Where you live.

Lesson 6**Belal and Sabina****A Talk about the picture and act out the dialogue :**

Belal and Sabina meet in their village. They are talking :

- Belal : Good morning, Sabina.
 Sabina : Good morning Belal. How are you?
 Belal : I'm fine, thank you? And how are you?
 Sabina : I'm fine too, thank you, Belal.
 Where are you going?
 Belal : To grandmother's house. Goodbye!
 Sabina : Goodbye!



Practise the dialogue in pairs using your own names and saying :

Good morning-Good afternoon-Good evening

B Now Sabina is writing about where she lives and how she comes to school everyday :

I am from Nurgonj. It is not near my school. It is about three kilometers away. Belal lives in the same village. We are cousins. He is very helpful. We go to school everyday by rickshaw.

C Complete the questions using *where* and *who* and then answer them :

.....is Sabina's village?is Sabina's cousin?
is Belal's home? is very helpful?

D Now write a similar paragraph about where you live and how you come to school everyday.**Lesson 7****Other people****A Talk about the people in the pictures like this:**

‘Who's this?’

‘What does she/he do?’

**B Now read the passage and talk about the table.**

All these people are staying at a hotel in Dhaka. They all come from other countries. This is what they write in the book in the hotel reception :

Name	Country	Age	Nationality
Mr Navin Thapa	Nepal	23	Nepalese
Mrs Susan Foster	U.S.A	31	American
Mrs Janet Jones	England	54	English
Mr Musa Hitam	Malaysia	47	Malaysian
Mr Patrick Chong	Malaysia	43	Malaysian
Mr Anwarul Haque	India	35	Indian
Mrs Runa Haque	India	28	Indian
Mr Max Muller	Germany	25	German

C Use the table to complete the questions. Then answer them :

- Who comes from (country).....?
- How old is (name)
- What nationality is (name).....?

D Now make sentences about each person, like this:

- 1 Navin Thapa is a student. He comes from Nepal. He is Nepalese.
He is twenty-three years old.
- 2 Susan Foster is.....

Lesson 8**Musa Hitam****A Read about Musa Hitam :**

Musa Hitam comes from Malaysia. He is forty-seven years old and is a businessman. Now he is staying in Dhaka. In the hotel book he writes his name, country, age and nationality.

Now use the information in Lesson 7 to write a similar paragraph about Susan or Max.

B What do they do? Answer using the table :

works	in an office
teaches	in a hospital
serves	at home
sells	in a school
studies	computers

Write your answers like this :

- 1 Navin is a student. He studies in a college.
- 2 Susan.....

C Now write a paragraph similar to the one on Musa Hitam about someone you know. Also include what they do.

Lesson 9

Patrick and others

A Ask and answer the questions in the table on the people in Lesson 7 :

Where	does do	Max Navin Susan Janet Musa and Patrick Anwarul and Runa	come from?
-------	------------	--	------------

B Now ask and answer these questions from the table :

Does Do	Anwarul and Runa Navin Musa and Patrick Max	come from	Malaysia? Germany? India? Nepal?	Yes, he does. Yes, they do. No, he doesn't? No, they don't.
------------	--	-----------	---	--

C Take turns to ask and answer similar questions about Susan and Janet.

D Navin asks Patrick some questions :

Navin	Patrick
What.....?	My name's Patrick Chong.
.....?	I'm 43 years old.
.....?	I come from Malaysia
.....?	I'm a businessman. I sell computers.

Complete the questions. Then ask and answer them for all the other people.

Lesson 10

Guess who

A Ask and answer questions :

- 1 Look at the pictures of people in Lesson 7 and choose one of the people.
- 2 Then ask and answer questions about him/her (similar to the ones Navin asks Patrick in Lesson 9). Begin like this :

Exmaple

Q	What's his/her name?
A	His/Her name's.....
Q	How.....?

B Now write your answer to the questions in A about either Janet or Anwarul one after the other to form a paragraph about them.

C Game : Guess who ?

- 1 Look at the pictures of people in Lesson 7 again and pretend you are one of them.
- 2 Guess who your partner is.
- 3 Ask questions like this :

Example :

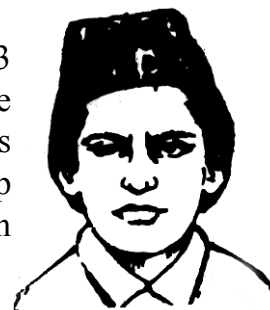
Q	What do you do?
A	I'm a businessman.
Q	Do you live in Malaysia?
A	Yes, I do.
Q	How old are you?
A	I'm forty-three years old.
Q	Are you Patrick Chong?
A	Yes, I am.

Lesson 11

Navin Thapa

A Talk about the picture, read the passage and complete the table :

Navin Thapa comes from Nepal. He is Nepalese. He is 23 years old and is a student. He has two brothers and three sisters. They are students too. His father is a shopkeeper. His mother is a secondary school teacher. Navin has a scholarship to study in Bangladesh. He studies agriculture in Mymensingh. He likes it here .



Navin Thapa

Complete the table of information about Navin Thapa :

Name	:	Navin Thapa
Age	:	
Country	:	
Occupation	:	
Father's occupation	:	
Place of work	:	
Mother's occupation	:	
Place of work	:	
Children	:	

B Now complete the table about Janet Jones :

Name	:	Janet Jones
Age	:	
Country	:	
Occupation	:	
Husband's occupation	:	Doctor
Place of work (both)	:	Guy's Hospital, London
Children	:	one boy, one girl

C Use the information in Section B to write a paragraph about Janet Jones similar to the one on Navin Thapa.

Lesson 12

What's my name ?

A Make a table.

In four groups (A, B, C, D) complete the table on the following :

Group A : Musa

Group B : Susan

Group C : Max

Group D : Anwarul

(Make up details about the wife / husband's place of work and children.)

Name	:
Age	:
Country	:
Occupation	:
Place of work	:
Wife/Husband's place of work	:
Wife/Husband's place of work	:
Children	:

B Now use your table in Section A to ask and answer questions about the other people. Begin your questions with :

How? Where? What? Does?

Example : Q How old is Musa? A He's forty-seven years old.

Q Where does? A He

C Game : "What's my name?"

- 1 Imagine you are a well-known person.
- 2 Guess who the famous person is by asking questions about him/her.
But do not ask, "What's your name?"

(The game can be played in pairs, groups, or the whole class in teams.)

Unit two Family life

Lesson 1

Sabina's family

A Talk about the pictures and read the passage.



This is Sabina's family. They live in a village. Her father's name is Mohammad Ali. He is a farmer and works hard in his fields. He digs the soil and puts fertilizer on it. He waters his fields and grows rice, jute and vegetables. He is a member of a farmers' co-operative.

B Right or wrong? If wrong, give the correct answer :

- 1 Sabina's father lives in a town.
- 2 Mohammad Ali waters the soil.
- 3 He grows tea on his farm.
- 4 He uses fertilizer on his fields.

C Ask and answer questions using the tables :

1 Does	Sabina's father Mohammad Ali he	use fertilizer on his fields? grow tea on his farm? live in a town? water the soil?
-----------	---------------------------------------	--

2	Yes, No,	he does. he doesn't.
---	-------------	-------------------------

D Read the passage. The sentences are in the wrong order. Now re-write them in the correct order :

He grows rice, jute and vegetables in them. He works hard in his fields. He digs

the soil and waters them. He is a member of a farmers' co-operative. His name is Mohammad Ali. Sabina's father lives in a village. He has a farm. He puts fertilizer on his fields.

Lesson 2

Sabina's mother

A Talk about the pictures and read the passage.



Shahanara Begum is Sabina's mother. She is a housewife and she works in her house and yard. Everyday she looks after her family. She cleans the house and cooks food for them. She looks after the chickens and also makes baskets. She belongs to a mothers' co-operative.

B Ask and answer the questions :

Complete the questions with these words : Where, What

- 1 does Shahanara Begum do?
- 2 does Sabina's mother work?
- 3 does Shahanara look after?
- 4 does she clean?
- 5 does she make?

C Ask questions and fill in the table.

- 1 Fill in the table for your father (or uncle, etc)
- 2 Then ask about your partner's father (or uncle, etc.)

Example : Q Where does your father / uncle live ?

A He lives in (name of city/town /village)

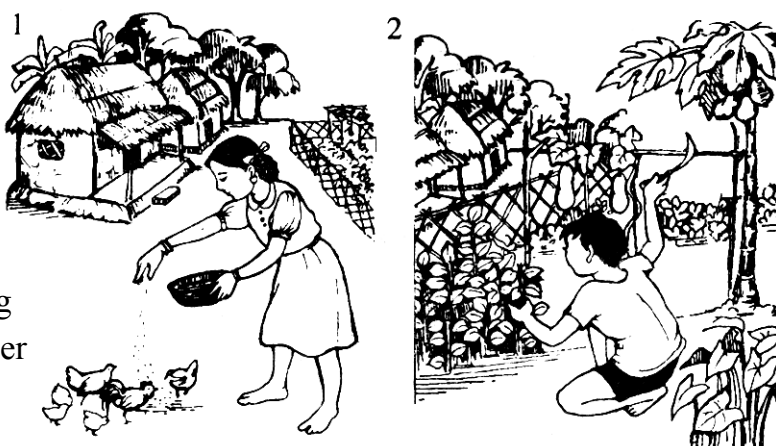
Yourself	Your partner
City / town / village :	
Father's name ;	
Father's occupation :	
Father's place of work :	

- D** Now use the table to write a paragraph about your partner's father (or uncle, etc.) like the paragraph about Sabina's father.

Lesson 3

Hasan and Arif

- A** Talk about the pictures and act out the dialogue.



Salam is asking
Sabina about her
brothers and
sisters :

- Salam : Have you got any brothers and sisters, Sabina?
 Sabina : I've got two brothers, but no sisters, Salam.
 Salam : What are their names?
 Sabina : Hasan and Arif.
 Salam : Are they students too?
 Sabina : Yes. Hasan's in class seven and Arif's in class five.
 Salam : What do you all do at home?
 Sabina : Well, Hasan works in our vegetable garden. He works hard and grows very good vegetables. Arif looks after the goats and feeds them. I help my mother to look after the chickens and ducks and feed them too.

B Use table 1 to ask questions and give short answers.

1	Who	feeds the goats? has got two brothers? looks after the chickens and ducks? looks after the vegetable garden?
---	-----	---

C Use Table 2 to ask and answer questions. (Make some more up.)

2	Have you got	a	vegetable garden? dictionary? pen? watch? goat?	Yes, I have No, I haven't .
---	--------------	---	---	--------------------------------

Example : A Have you got a pen?

B Yes, I have. Have you got a rubber?

D Complete the following paragraph about Sabina's family :

Sabina two brothers, but no sisters. names are Hasan and Arif. They are Hasan is in class seven and Arif is in class five. At home they after their vegetable garden and animals. Hasan in the vegetable garden and Arif the goats.

Lesson 4**Brothers and sisters****A Ask and answer these questions about your own family :**

- 1 Have you got any brothers or sisters?
- 2 What are their names?
- 3 What do they do?
- 4 What do you all do at home?

B Now use your answers to fill in the table about your partner.

Table : my partner's brothers & sisters

How many brothers and sisters	:
How many brothers	:
How many sisters	:
Brothers' names	:
Sisters' names	:
Ages (brothers)	:
Occupation	:
What they do at home	:

C Now write a paragraph about your partner's brother (s) or sister (s) or cousin (s) - like the paragraph in Section D, Lesson 3

D Read and spot the difference.

- 1 Arif's brother's vegetables are good.
 - 2 Navin's brothers' vegetables are good.
- (a) How many brothers in (1) ? (b) How many brothers in (2)?

E Now fill in the blanks so that the sentences in B are the same as the sentences in A.

- 1 The vegetables of Arif's are good.
- 2 The vegetables of Navin's are good.

Lesson 5

Where do you live?

A Now fill in the gaps using 's or s' for the words in brackets.

The first one is done for you.

(Sabina) Sabina's family is happy. They live in a quite village. (Mohammad Ali) farm is large and (Shahanara Begum) house and yard are very clean. They have many animals. The goats give milk and the chickens and ducks give eggs. The (goats) milk is good and the (chickens) and (ducks) eggs are large.

(Sabina) school is three kilometres from her village. She likes it and her two brothers like their school too.

The (students) English teacher in class 6 is Mrs Sufia Kamal.

B Ask your partner about his :

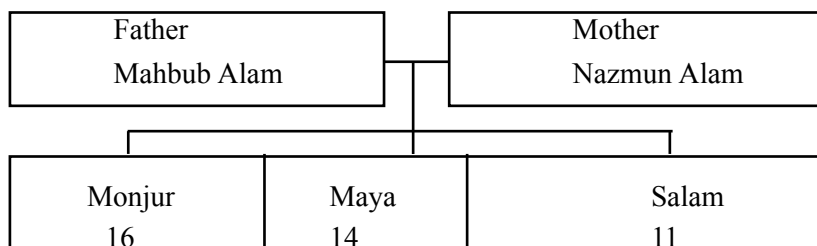
city / town / village house / farm / shop
 animals / pets brothers/sisters/cousins

Ask questions like this :

Have you got a / any? Where live? How many ?

C Now write about your partner's :

city / town /village house /farm/shop
 animals/pets brothers/sisters/cousins

Lesson 6**Salam's family****A Look at Salam's family tree :****B Ask and answer questions from the table :**

Who	is are	Mr and Mrs Alam's Monjur and Salam's Maya's	father? sister? sons? daughter? brothers? mother?
-----	-----------	---	--

C Now use the family tree to fill in the blanks in the following paragraph :

Salam's family near his school in Sherpur. His father is a shopkeeper. His name is His mother is a nurse. Her name is They've got three Two of them are and one of them is a Monjur is sixteen years old and Salam is years old. is old.

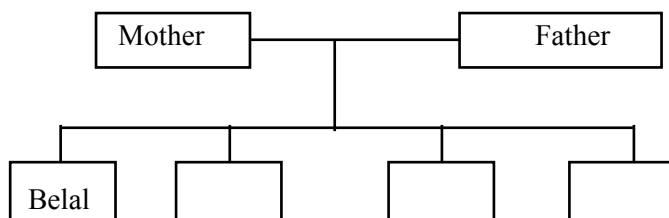
Lesson 7

Belal's family

A Listen to the passage and complete the family tree.



- 1 Talk about the people in the picture.
- 2 Then listen to your teacher. Listen to the *names* of Belal's family.
- 3 Now fill in the names in the family tree :



B Now listen again for the children's ages and fill those in.

C Fill in the blanks in the following sentences by using the words below :

father mother son daughter brother sister

- 1 Abdur Rahim is Rashida's
- 2 Belal is Abdur Rahim's
- 3 Salma is Shahida Begum's
- 4 Shahida Begum is Kamal's
- 5 Kamal is Belal's
- 6 Rashida is Belal's

D Listen to the passage and say whether the statements are right or wrong.

- 1 Belal's family lives near Sabina's.
- 2 Belal's father is a teacher.
- 3 Abdur Rahim knows Mohammad Ali.
- 4 Belal's mother is a housewife.
- 5 She has two daughters and two sons.

Your teacher will check your answers. Where the statement is false, *write* the correct statement in your exercise book.

Lesson 8

More relations

A Read and act out the dialogue.

One day Salam visited Sabina's family in Nurgonj and asked Sabina about her grandfather.

- Salam : Who's that man, Sabina?
 Sabina : He's my grandfather, Salam.
 Salam : What does he do?
 Sabina : He helps my father on the farm. He's very old and wise.
 Salam : Is he?
 Sabina : Yes, he knows many things and many countries. He often tells us stories. They're always interesting and sometimes they're funny too.



B Complete this description of Sabina's grandfather :

Anwar Hussain is Sabina's grandfather. He's very and wise. He many things. He many countries and tells interesting Sometimes his stories are

C Read the passage. Then make a family tree for all the people in your exercise book :

Mohammad Ali's wife is Shahanara Begum. He also has a sister. Her name is Amina. She is Sabina's aunt. Amina is married. Her husband's name is Abul Hussain. He is Sabina's uncle.

Lesson 9

Read and match

A Read the sentences and match them with the pictures.

1 Anwar Hussain is sitting outside in the yard. He is telling his grandchildren a story.	2 Mohammad Ali is relaxing in a chair and talking to Abul Hussain.	3 Shahanara Begum is making a basket. Amina is helping her.
--	--	---



Now ask and answer questions about the pictures like this :

- | | |
|--------------------------------|-----------------|
| Q What are the children doing? | A They're |
| Q What is Abul Hussain doing? | A He's |
| Q What is Amina doing? | A She's |

B It is morning in Belal's family. Look at the pictures and complete the paragraph about what everyone is doing.



Zobeda Karim cakes in the and Salma her.
 Shahida Begum her and Kamal to her. Abdur Rahim in
 his fields. He fertilizer on the soil.

C Game : What are you doing?

Come to the front of the class. Your teacher gives you an action to mime. The class then guesses what you are doing.

Example : Q Are you drinking water?

A Yes, I am/No, I'm not, guess again.

Lesson 10

Quarrelling

A Talk about the picture, read the passage, and act out the dialogue.

Sometimes Sabina quarrels with her two brothers. Sabina's grandfather does not like it. One day Sabina quarrelled with Arif and her grandfather heard them.



- Anwar Hussain : Will you come here
 Sabina? And you too Arif?
- Sabina and Arif : Yes, grandfather.
- Anwar Hussain : Thank you. You often quarrel and it's not good.
 Now, I know a story. Would you like to hear it?
- Sabina and Arif : Oh, yes please, grandfather.
- Anwar Hussain : Good, then listen carefully and I'll tell it to you.

Sabina and Arif sat down and listened to their grandfather's story.

B Right or wrong? If wrong, give the correct answer .

- 1 Sabina quarrelled with her grandfather.
- 2 Arif told Sabina a story.
- 3 Anwar Hussain knew a story.
- 4 Arif and Sabina liked stories.

C Look at the words underlined in Section A and use them to fill in the table :

Present	Past
does	did
.....	quarrelled
.....	told
sit
listen
hear

D Now use words from the table to fill in the blanks :

Belal's grandmother, Zobeda Karim, knows Anwar Hussain. She not quarrel with him. Sometimes they together and to the radio. One day Sabina's grandfather said, "Yesterday Sabina with Arif, so I them a story." "I know it," said Zobeda Karim. "It's called 'Do Not Quarrel'."

Lesson 11

Do not quarrel : part 1

A Talk about the pictures and read the story.

1



Anwar Hussain told this story to his grandchildren.

Once upon a time there was an old farmer. He lived with his wife and three sons in a small village. The three sons always quarrelled with each other.

Their parents said “Stop! Don’t quarrel! It’s bad! But they didn’t listen to their parents.

One day, the sons were quarrelling again and the old farmer heard them. Once again he said, “Stop!”. He then asked for the five sticks and some rope. The three boys brought the sticks and rope for their father. The old farmer then tied the stick together with the rope. Then he said to his sons. “Now try and break this bundle of sticks.”



B Ask and answer questions :

Use the tables to ask and answer questions. Where the answer is no, give the correct answer , like this :

Example : Q Did the farmer’s wife like quarrelling?
 A No she didn’t. She didn’t quarrel.

1	Did	the old farmer the farmer’s wife the sons	give sticks and rope to the sons? always quarrel with each other? tie the sticks together? like quarrelling? listen to their father and mother?
2	Yes, No,	he she they	did. didn’t

C Fill in the blanks using verbs from the list below. Write them in the correct form :

enjoy have sit live be tell love

Once upon a time there was an old man called Anwar Hussain.

He with his son. He three grandchildren. He often with them. He them very much and sometimes he them interesting stories. He a very good story teller and many children his stories.

Lesson 12

Do not quarrel : part 2**A Talk about the picture and continue reading the story.**

The three boys tried and tried, but they couldn't break the bundle of sticks. Then their father untied the sticks and his wife gave one stick to each of her sons. There were two more sticks and she gave one to her husband and kept one for herself. "Now," she said, "Try and break your stick." This time they all broke their sticks easily. Then the old farmer asked his sons. "Did you like my story?" "Yes, we did," they replied. "What did you learn from it?" he asked. The wisest son answered, "We're like these sticks. Together we're strong." "Good," replied their father, "That's right. Now you know why quarrelling is bad."

**B Choose the best answer :****1 The old farmer wanted to**

- a tell his sons a story.
- b collect sticks and rope.
- c teach his sons a lesson.

2 The old farmer wanted the sticks to

- a beat his sons.
- b light a fire.
- c make a bundle.

3 No one could break the bundle because

- a they were very weak.
- b it was very strong.
- c the boys quarrelled.

C Complete the questions and answer them fully.

- 1taught the three boys a lesson?
- 2 What lesson the farmer his sons?

D Make sentences. (Work in pairs.)**1 What is the past simple of these verbs?**

have go break ask for

2 Now use them to make 6 sentences from these two tables :

a	I usually	have go break ask for	by rickshaw, a glass of milk, my pencil a large breakfast,
b.	but yesterday I	a cup of tea. by bus. a small one. my school bag.

E Now make up similar sentences about :

- 1 what you eat/your friend eats.
- 2 how you come to school / your friend comes to school.
- 3 what you like / your friend likes.
- 4 what you do / your friend does at home.

Unit three People

Lesson 1

Salam

Hair _____ Eye _____

A Use the words below to label your picture. The first two are done for you.

hair	eye	nose	ear	mouth	neck	chest
stomach	arm	hand	knee	leg	foot /feet	

B Listen and do :

(i) Touch your (ii) Put your hands on your

Your teacher will ask you to (i) touch and (ii) put your hands on the different parts of the body.

For example your teacher says, “Touch your head,” and you touch your head.

Lesson 2

Point and say, complete

A Point and say.

1 Use your labelled picture (in Lesson 1) to point, ask, and answer like this

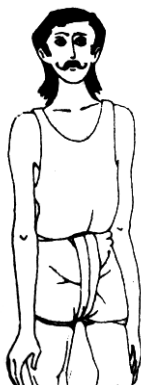
- | | | |
|------|-----------------|------------------|
| (i) | What’s that? | That’s his |
| (ii) | What are these? | Those are |

2 Point to your partner and ask and answer like this :

- (i) What's that? This is my
- (ii) What are those? These are my

B Complete the story by filling in the blanks :

Wanted!



The police are looking for this man. He is a thief. He is tall and has long, black His are very long and come down to his Look out for him in your city, town or village. Help the police now !

Lesson 3**Parts of my body****A Draw your own mouth, hand and foot in the boxes. Then label your drawings. Use the numbers below.**

--	--	--

My mouth

My hand

My foot

1 lips

2 tooth/teeth

3 finger

4 finger nail

5 toe

6 toe nail

B Point and say.

Use the pictures in the boxes to ask and answer questions like :

- (i) What's this? That's your
- (ii) What are these? Those are your

Game : 1 Stand up

Your teacher will ask you to point to or put your hands on different parts of your body (see Unit 3, Lesson 1).

2 “Teacher says.”

Now your teacher will say, “Teacher says point to your ear,” and you point to your ear. But when your teacher does not say “Teacher says,” do not point to your ear.

Lesson 4**Belal’s family****A Use the clues to talk about the pictures.**

Abdul Jalil



Abdur Rahim



Shahida



Salma



Belal



Kamal



thin

tall

young

small

handsome

beautiful

Describe Belal’s family like this :

Example : Kamal is a small boy. He is young.

B Talk more about the pictures.

- 1 What are Belal and his family wearing ? Listen to your teacher and look at these words.**

sari shirt dress lungi vest
(A pair of :)trousers shoes

- 2 Now label your pictures using these words.**

- C In pairs, imagine you are one of the people in Belal's family. Take it in turns to describe and guess who it is.**

Example :

A I'm small and I'm wearing (a pair of) shoes and socks.
B Are you Kamal?
A Yes
B I'm

- D Now write short descriptions of :**

1 one person in Belal's family
2 yourself
3 your partner

Lesson 5

Thief !

- A Listen to the story your teacher will tell you.**

First look at the questions below. Then listen to the story. Then answer the questions.

1 How many people are there in the story?
2 Who are they?
3 Who was the thief?

- B Now look at the questions below. Then listen again and answer them.**

4 Why was Salam happy?

- 5 Who had a headache?
6 What did the man's daughter see in the shop?
7 What did the thief take?
8 What did he look like?

C Now fill in the blanks in the story.

One day Salam was looking after his father's shop. A man came to the shop with his and daughter. His daughter had a headache. She wanted some tablets and toothpaste. She saw a He took a box of He was thin and wore a lungi and He wasn't really a He was only Salam's

Lesson 6

Can or can't you?

A Read and talk about the pictures.



I am a hand. I can write, but I can't run.



I am an eye. I can see, but I can't hear.



I am a head. I can think, but I can't walk.

B Make similar sentences using the table and the clues :

mouth

leg

ear

I	can	eat. jump. hear. kick. hop.
	can't	speak. sing. run.

C Imagine you are a part of the body, like those in Sections A and B. Take it in turns to guess what your partner is :

Example :

A Can you run?
 B No. I can't.
 A Can you think?
 B Yes, I can.
 A You're a head.
 B Yes, that's right. Can you sing?

D Ask and answer questions :

Ask your partner what he / she can do.

Use the list and make others up :

make cakes	swim	paint a picture	sing a song
ride a bike	play football	catch fish	

Example :

A Can you swim?
 B Yes, I can/No, I can't. Can you?

Lesson 7

Quarrelling again !

A Read more about Sabina's family.

One evening Sabina's family sat on the veranda of their house. It was calm and quiet. Then Hasan spoke :

"I'm hungry," he said. "You're always hungry," said Arif. "I think your're hungry all the time !" "Well, I think I work hard all the time," replied Hasan. "I worked hard in the vegetable garden after school today and now I'm hungry."

"Hasan and Arif, please come here," said grandfather. "Are you quarrelling again? I think you are. Now sit down and I'll tell you a story".

"Oh, good," the children said. "Please tell us a nice story," said Arif. "Is it about sticks and rope?" asked Hasan. "No, it isn't," said grandfather. "It's about the parts of the body. Now listen."

B Right or wrong? If wrong, give the correct answer.

- 1 It was noisy on the veranda.
- 2 Arif worked hard in the vegetable garden.
- 3 Grandfather thinks Hasan is always hungry.
- 4 Grandfather thinks Hasan and Arif are quarrelling again.
- 5 Grandfather's story is about sticks and rope.

C Look at these sentences :

I think	(that)	I work hard all the time. you're hungry all the time. you're quarrelling again.
---------	--------	---

Now ask your partner what she/he thinks about :

English school Bangladesh Maths cooking
shopping exams

Example :

A What do you think about English?
 B I think it's interesting. What do you think?
 A I think it's difficult.

D Now write 3 sentences about what you think and 3 about what your partner thinks.

Example :

1 I think that Bangladesh is beautiful.
 2 (name of partner) thinks that

Lesson 8**Parts of the body : part 1****A Talk about the pictures and read the story.**

Grandfather told this story to Hasan and Arif.

Once some parts of the body were unhappy. They thought that only the stomach ate. "The stomach eats," they said, "but it doesn't work. We think it's lazy. It's greedy too."

"We both work hard all day," said the hands. We wash all the clothes and the whole body. We collect the food and cook it. We work in the fields and write letters too. Look at the stomach! It doesn't work like us. It only eats and eats."

Then the legs said, "without us the hands can't do much. We both carry the whole body and can sometimes run away from danger. We can jump and kick footballs too. Look at the stomach !We think it doesn't work like us. It only eats and eats."

B Ask and answer questions :

- 1 What do the parts of the body think about the stomach?
- 2 What do the legs think about the hands?
- 3 Imagine you are the stomach. What do you think?

Example :

Q	What do some parts of the body think about the stomach?
A	They think it doesn't work.
Q	What else?

C Fill in the gaps in the following passage with suitable words.

Belal likes football. He ----- that it is a good game. Salam likes it, ----- . One day after school, Belal said, "It's only 3 o'clock, Salam. Let's play football ----- our friends". "Good idea!" replied Salam.

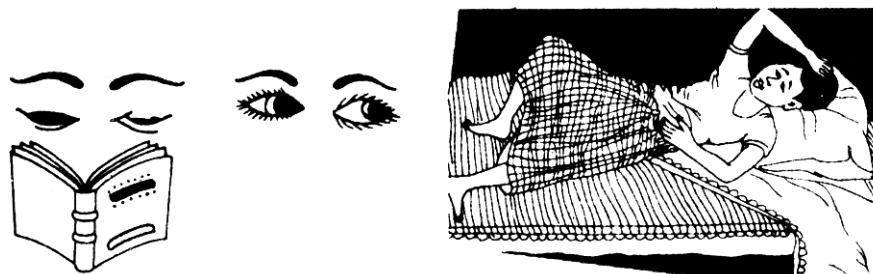
Belal and Salam collected their friends together and went to the school field.

It was ----- and quite. The boys were very happy. After the game, one of the boys said, "I've got a good friend. He ----- football for Eskaton Football Team. He's at home now. He ----- teach us." "Good idea!" they all said.

Lesson 9

Parts of the body : part 2

A Talk about the picture and continue reading the story.



Then the eyes said, "Without us the hands and legs can't do much. We open in the morning and don't rest all day. We only close at night. But look at the stomach! We think it's very lazy. It only eats and sleeps."

Then the head said, "Without me none of you can do anything. I think and make plans. I think the stomach's lazy. So I have a plan. We'll stop working. We won't give food to the stomach any more."

After two days, the stomach was very hungry and unhappy.

It cried out for food all day and night. But the head, hands, legs and eyes were unhappy too. The whole body was weak and sick.

B What do all the parts of the body do? Take it in turns to ask and answer. Begin like this :

Example :

Q	What do the hands do?
A	They wash clothes.
Q	What else?
A	They

Now ask about the legs, eyes and head.

C Take it in turns to ask and answer the question : "What did Pradip do yesterday?"

Match the verbs in list A with the phrases in list B.

Example :

A	What did Pradip do yesterday?
B	He sat on the veranda. What else did he do?

List A

sit
play
work
run
get up
eat

List B

hard at school.
some ripe mangoes
for the school bus.
on the veranda.
at half past seven.
a game of football.

Now copy the paragraph below and use your answers to fill in the blanks.

Yesterday Pradip ----- at half past seven. He ----- for the -----, and arrived on time. He ----- at school until two o'clock. Then he ----- a game. When he arrived home, he was tired. He ----- on the veranda and ----- some ripe mangoes.

Lesson 10

Parts of the body : Part 3

A Continue to read the story about the parts of the body.

"Now we're all sick and unhappy," said the head. "My plan was bad. What can we do?"

"I'll carry the body again," said the legs. "I'll look for food again," said the eyes. "I'll collect the food," said the hands, and "I'll eat," said the mouth. "I'll send the food to the stomach and the stomach will digest it".

So the stomach began to digest the food and send energy to all the parts of the body. Then they began to get strong and well again. Now they think that they all work hard.

B Answer the questions :

- 1 What two things does the stomach do?
- 2 What did the legs, hands, mouth and eyes begin to do?

C Complete the table. Find the answers underlined in Lessons 8/9.

<u>Long form</u>	<u>Short form</u>
I will	
He will	He'll
We will	We'll
We will not	
You will	You'll

D Read, act out and make plans.

1 Monjur and Salam are talking. What will they do after school today?

Salam : I'll play football with my friends at four o'clock, but I'll do my homework before supper.

Monjur : Then you'll help father in the shop, because I'll be at my friend's house. Okay, Salam?

Salam : Okay, Monjur.

2 What will you do after school today? Write two things down. Then ask and answer like this :

Q What will you do after school today (name of partner)?

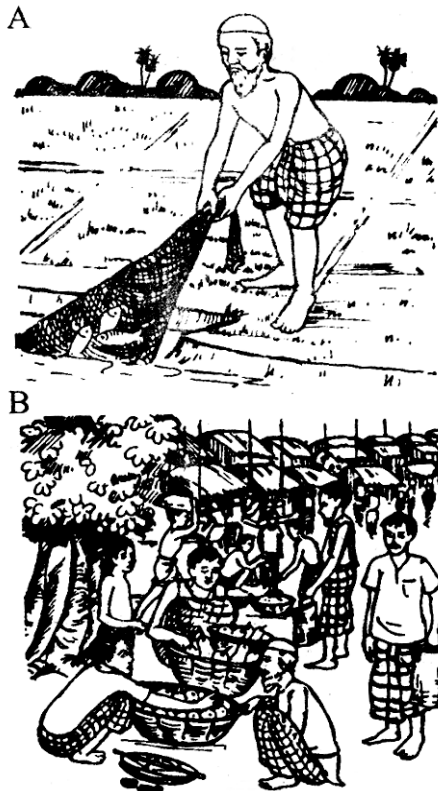
A Oh, I'll walk home and then I'll feed the chickens and ducks.

Unit four Health

Lesson 1

Sabina's grandfather

A Talk about the pictures and read the passage.



Anwar Hussain is Sabina's grandfather. He is a very active person. He tells good stories and is a good friend to his grandchildren. He is very helpful and does many things for the family. He helps his son, Mohammad Ali, in the fields. He also goes fishing almost everyday with his net or rod line. Every 'hat' day, he goes shopping too.

One day Sabina went shopping with her friend Salma. Then she returned home and saw her grandfather with Hasan in the vegetable garden. They were digging the soil together. Sabina stood and looked at him.

B Take it in turns to ask and answer the questions :

- 1 Anwar Hussain does many things. Name four of them.
- 2 How does he help his son?
- 3 How did he help Hasan one day?
- 4 How often does Anwar Hussain go fishing?

C Read the following sentences and say which form the verbs are in, i.e. present, past or future.

- a Tomorrow I will go fishing in the pond with my net.
- b Yesterday I went fishing in the pond with my rod and line.
- c Shahanara Begum goes shopping almost everyday.
- d Today Shahanara Begum needs some vegetables. She will go shopping this afternoon.

- D 1** Write the underlined parts of the sentences in the passage in your exercise book. Number your sentences 1-3.
- 2** Write one word in every blank in the following sentences. Use the correct form of *go* with either *fishing* or *shopping*.
- 4 I bought a rod and line yesterday. Today I
- 5 My father likes fresh fish. So he in the pond every afternoon.
- 6 Sabina's family for Eid tomorrow.

Lesson 2

Salma's grandfather

- A** Talk about the pictures. Then read and act out the dialogue.

Sabina's grandfather



Salma's grandfather



Sabina is looking at her grandfather in the vegetable garden :

- Anwar Hussain : Do you want to say something, Sabina ?
- Sabina : Yes, grandfather. How old are you?
- Anwar Hussain : I'm sixty-four, Sabina.
- Sabina : Sixty-four!
- Anwar Hussain : Yes, Why are you surprised?
- Sabina : Salma's grandfather is only fifty-two, but he can't work. Some days he can't stand up. He looks old, but you look young!
- Anwar Hussain : Well, Sabina, shall I tell you something?
- Sabina : Yes, please, grandfather.
- Anwar Hussain : Hasan, call Arif here. I'll tell you all some secrets.

B Choose the best answer :**1 Sabina is surprised because**

- a her grandfather is sixty - four.
- b Salma's grandfather can't work.
- c her grandfather is young.

2 Salma's grandfather looks

- a strong.
- b old.
- c young.

Make sentences from the table.

Sabina's	grandfather	looks	young
Salma's		doesn't look	old.
			weak.
			strong.

C Now complete the following to make similar sentences. Use the correct form of *look*.

- 1 His father was ill, so he
- 2 You run everyday, so you
- 3 My mother is sixty but she
- 4 I had a fever yesterday, so I
- 5 Farmers work hard in their fields, so they

Lesson 3**Top secrets****A Read the passage.**

"There are many secrets about good health," said Anwar Hussain.

"But there are only four top secrets. I'm afraid Salma's grandfather doesn't know about them, but it's very important to know them. They are :

- 1 Eat the right food.
- 2 Drink safe water.
- 3 Work, exercise and rest.
- 4 Prevent diseases.

These are the rules of good health. You must follow them everyday. You mustn't forget them."

“But grandfather,” said Hasan, “Why must we call them ‘top secrets’? We all know them!”

“Well”, explained grandfather, “You know them, but many poor village people don’t know about these things. For them they are top secrets!”

B Ask and answer with *must* and *mustn’t* :

1 Use the rules of health to ask and answer like this :

Example : Q What must we do to be healthy?

A We must eat the right food. What else?

2 Ask and answer like this :

Q What mustn’t we forget?

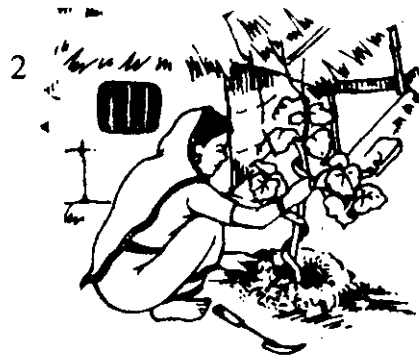
A We mustn’t forget to eat the right food. What else?

C Talk about the pictures. Point and ask like this :

Q What must we do everyday?

Q We must do our homework. We mustn’t be lazy. What else?

Q We must water



Lesson 4

Eat the right food : part 1**A Talk about the pictures.**

Yesterday evening at Sabina's home.

1. Six o'clock



2 Half past eight



What were Sabina's family doing yesterday evening at home?

Ask and answer like this :

Example :

A What was Shahanara doing yesterday evening at six o'clock?

B She was cooking supper.

What was Anwar Hussain doing?

B Read the passage and dialogue. Then make sentences.

At half past eight Hasan, Sabina and Arif were eating supper with their grandfather and father. Their mother was serving rice, dal and small fish with vegetables. Anwar Hussain was enjoying the meal very much. Mohammad Ali was too, but the children weren't.

Anwar Hussain : You aren't eating, children. What's the matter?

Arif : I'm bored with dal, grandfather.

Sabina : I'm fed up with small fish, grandfather.

Hasan : And I'm tired of vegetables, grandfather.

Now make sentences from the table :

Arif	wasn't	eating	his/her supper.
Sabina	was	enjoying	the small fish.
Anwar Hussain			the dal.
Hasan			the vegetables.

Then ask and answer questions about them like this :

Q Why wasn't Arif eating his supper ?

A Because he was bored with dal. Why was/wasn't

C What were you/your partner doing at six o'clock and half-past eight yesterday evening? Ask and answer like this :

Q What were you doing at (time) yesterday evening?

A I was What were you doing at (time)?

B I was

If there is time, you can mime what you were doing, and your partner/the class can guess.

Lesson 5

Eat the right food : part 2

A Read and act out the dialogue. Then answer the questions.

Hasan, Sabina and Arif are talking with their grandfather :

Grandfather : So, what do you like, children?

Arif : I like mutton.

Sabina : My favourite's chicken, grandfather.

Grandfather : What about you, Hasan?

Hasan : Well, I'm fond of rui fish, grandfather.

Grandfather : Yes, children, I like them too, but we can't eat them everyday.

Arif : Why not, grandfather?

Grandfather : Well, Hasan, Can you tell me?

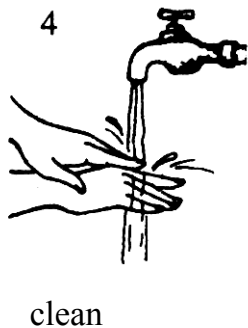
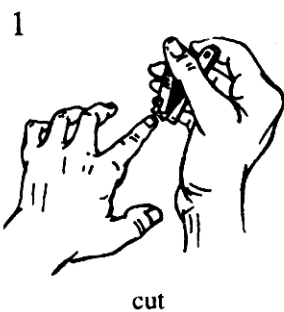
Hasan : They're expensive, grandfather. But aren't they also good for health?

- Grandfather : Yes, Hasan, they are. But so are dal, small fish and vegetables! And they're cheap.
- Hasan : I can catch fish and grow vegetables, grandfather.
- Grandfather : Exactly, Hasan. Good food isn't always expensive. So eat the dal, small fish and vegetables like sensible children. Your mother can cook them very well.

B Take it in turns to ask and answer the questions.

- 1 Give 6 examples of good food.
- 2 What 2 things can Hasan do?
- 3 What 3 things are Anwar Hussain's grandchildren fond of ?
- 4 Give 3 examples of cheap food.

C Talk about the pictures and use the words below them to make six rules for good health. The first one is done for you.



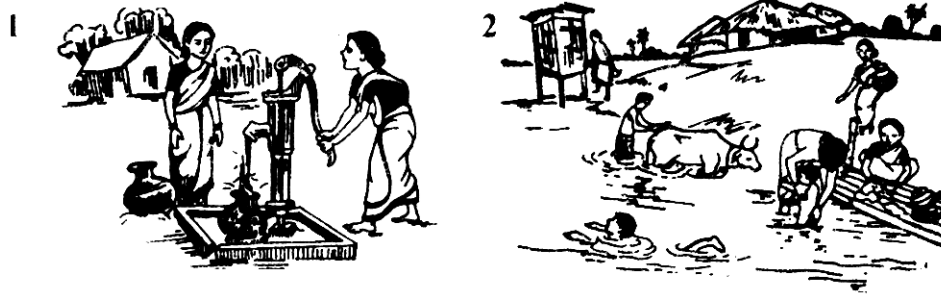
Example : 1 We must cut our nails every week.

Why is it important for health to do these things?

Lesson 6

Drink safe water

- A** Talk about the pictures below. Then listen to your teacher telling you about top secret no 2.



Listen and find the answers.

- 1 Why does Shahanara Begum drink water from a tubewell?
- 2 Why mustn't we drink the water in picture 2?
- 3 Where does Shahanra keep the clean tubewell water?
- 4 What does Shahanara Begum use for cooking and washing her plates and pots?

- B** Now fill in the blanks in these sentences using one of the words below :

clean dangerous dirty safe

- 1 River water is It is
- 2 Tubewell water is to drink.
- 3 It is is drink tank waer.
- 4 There is water in Shahanara's big jar. It is

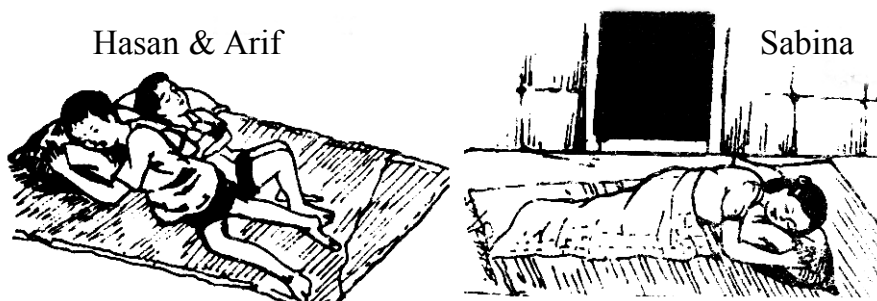
Use the same words to fill in the blanks below :

- 5 There are tigers in Bangladesh. They are
- 6 Shahanara Begum always keeps her house and yard
- 7 Hasan is working in the vegetable garden. His hands are
- 8 A big truck is coming. It isn't to cross the road.

Lesson 7

Work, exercise and rest : part 1**A Talk about the pictures. Then read and act out the dialogue.**

It is eleven o'clock in the morning.



Hasan, Sabina and Arif are lying on their mats on the veranda.

- Grandfather : What's the matter, children? It's only eleven o'clock !
- Hasan : I've got a pain in my legs, grandfather. We were running a lot at school yesterday.
- Grandfather : How about you, Arif?
- Hasan : He's just lazy.
- Arif : Well, Sabina's lazy too.
- Sabina : I'm not. I studied last night and early this morning for a test and now I've got a headache.
- Grandfather : Well, Hasan and Sabina, you rest now. Come on, Arif. Come and feed the goats with me.

B Complete the dialogue :

- Shahanara : What's the matter with the children, father?
- Grandfather : Well, Hasan has in his legs and back. He was yesterday. Sabina has She's worried But Arif was He was just copying them.

C Read what grandfather said to the children.

The sentences in paragraph 2 are in the wrong order. Now write the sentences in the correct order in your exercise book.

- 1 Now, children, it's important to work, have exercise and have a rest everyday. Sabina, you were working very hard yesterday and this morning. Then you had a headache. Why? Because you were working all the time and didn't have any exercise or rest.
- 2 Because you don't run everyday. And Arif, you were just copying your borther and sister. Hasan, you were running a lot yesterday and today you have a pain. Why? Don't be lazy.
- 3 Do some work, have some exercise and have some rest everyday. Then you will be healthy.

Lesson 8

Work, exercise and rest : part 2

A Talk about the pictures and answer the questions below them.

1



2



4



- 1 Who is working?
- 2 Who are going to school?
- 3 Who is reading?

B Now ask and answer the questions.

- 1 What work do you do everyday?
- 2 What exercise do you do everyday?
- 3 When do you sleep?
- 4 How many hours do you sleep?

C Now write out your answers in your exercise book to make a paragraph about your partner.

D Read and talk about the poem :

Cocks Crow In The Morning

Cocks crow in the morn

To tell us to rise,

And he who lies late

Will never be wise;

For early to bed

And early to rise,

Is the way to be healthy

And wealthy and wise.

Lesson 9

Prevent diseases : part 1

A Read the passage and look at the chart. Then use the chart to answer the questions below it.

Shaharana Begum knows about good health. She learnt about it at the Mothers' club. The village health worker gave her a chart. She showed it to her family. Here it is :

Prevention is better than cure

How to prevent diarrhoea	1	Wash your hands with soap (a) before meals.
		(b) after the toilet
	2	Keep your nails short.
How to prevent skin diseases	3	Cover your food.
	1	Wash yourself everyday with soap.
	2	Wash your clothes regularly.
	3	Don't wear other people's clothes.
How to prevent 'flu and TB'	4	Don't use other people's combs or towels.
	1	Don't spit.
	2	Don't cough over other people.

Shaharana Begum's family members learnt about these rules for health. Now they

have good habits and are healthy.

B Take it in turns to ask and answer like this :

Example :

A What must we do to prevent diarrhoea?

B We must wash our hands with soap before eating. What else must we do?

Ask similar questions about how to prevent skin diseases, ‘flu and TB.’

C Hasan, Sabina and Arif are talking with their mother. Fill in the blanks in the dialogue using the following words :

short safe diarrhoea washing habits

Shahanara : Supper’s ready, children. Hasan, go and wash your hands. They’re dirty!

Sabina : Boys don’t like, mother.

Shahanara : I know they don’t. But dirty hands give you

Arif : Why’s that?

Sabina : It’s like dirty water, isn’t it, mother? Dirty things aren’t

Shahanara : Exactly. So keep your nails, Arif. Look how dirty they are!
You boys must change your!

Now act out the dialogue.

Lesson 10

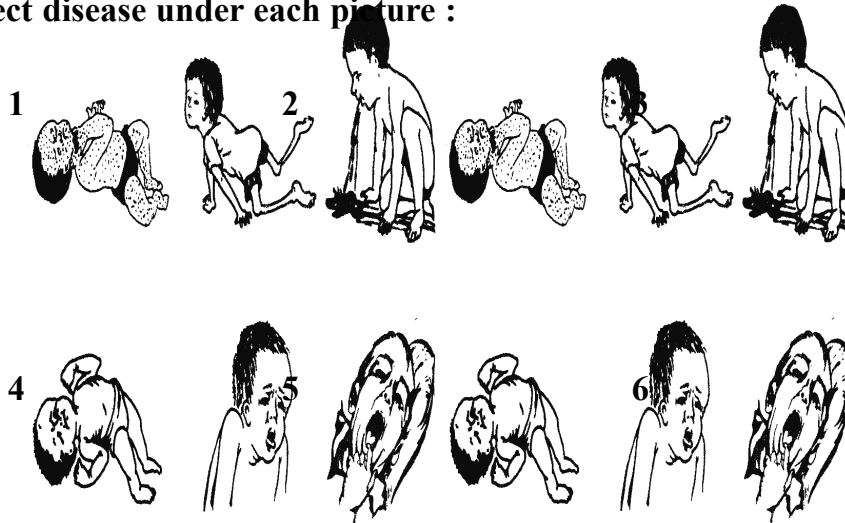
Prevent diseases : part 2

A Read the passage and talk about the chart.

One day Sabina’s teacher, Mrs Kamal, told her students about six diseases. “They’re very dangerous for young children.” she explained . “In Bangladesh about 700 young children below the age of five die everyday because of them. Now I’ll show you a chart.” she said.

The six diseases dangerous for young children		
Name of the diseases	Description of the disease	
1 Tetanus	It attacks the muscles. The child cannot drink milk. It may die.	
2 Polio	It attacks the nerves. The person cannot move easily. It causes paralysis.	
3 Diphtheria	She/he may die.	
4 Tuberculosis (TB)	It attacks the lungs. The person coughs out blood, grows thin, and becomes very weak.	
5 Measles	It attacks the body. The child has red spots. It has fever and may die.	
6 Whooping cough	It attacks the throat. The child cannot stop coughing. It may choke and die.	

B Talk about the pictures and match them with the diseases on the chart. Write the correct disease under each picture :



Lesson 11

Prevent diseases : part 3

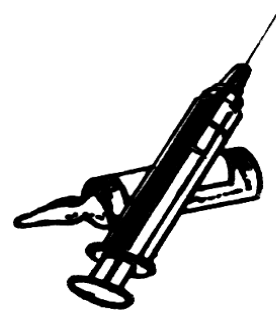
A Talk about the picture and read and act out the dialogue. Then look at Mrs Kamal's injection chart.

Sabina has her hand up in Mrs Kamal's class :

Mrs Kamal : Yes, Sabina?

Sabina : I feel nervous, teacher, Diseases are dangerous and we may die. What can we do?

Mrs Kamal : Don't feel nervous, Sabina. We can prevent diseases. Now, children, look at our injection chart.



Injections							
Name of Disease	Name of injection	Number of injections	Age of child : Number of weeks/months :				
			1st	6th	10 th	14th	9th
1 TB	BCG	1	1				
2 Diphtheria							
3 Whooping cough	DPT	3		1	1	1	
4 Tetanus							
5 Polio	Polio	3		1	1	1	
6 Measles	Measles	1					1

B Read and complete Sabina's Mother's Chart and 'Health Chart'

Mrs Kamal told her class, "Now write a 'Mothers' chart' for the baby's injections."

1 Now complete Sabina's Mother's chart.

<u>Week 1</u>	Have a injection for
<u>Week 6</u>	Have injections. They are called and They are for,, and
<u>Week 10</u>	The same as week
<u>Week 14</u>	The same as week and
<u>Month 9</u>	Have a injection.

Sabina wants to know about the six diseases and how to prevent them. She made a 'health chart' for herself.

2 Now use the charts in Lessons 10 and 11 to complete Sabina's health chart.

Health chart				
Description of disease	Name of disease	No. of injections	Name of injection	Age of child
1 Red spots and fever	Whooping cough	3	BCG	6/10/14 weeks
2				
3				
4 Cannot drink				
5				
6 Cannot breathe easily				



শিক্ষাই দেশকে দারিদ্র্যমুক্ত করতে পারে
– মাননীয় প্রধানমন্ত্রী শেখ হাসিনা

United we stand, divided we fall



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